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ABSTRACT

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of shorthand. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for shorthand 20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the 10 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are shorthand theory 1, 2, and 3; shorthand theory, dictation, and transcription I and II; and speed and transcription skill building I through V. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

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1985

BUSINESS EDUCATION CURRICULUM GUIDE

SHORTHAND

20-30

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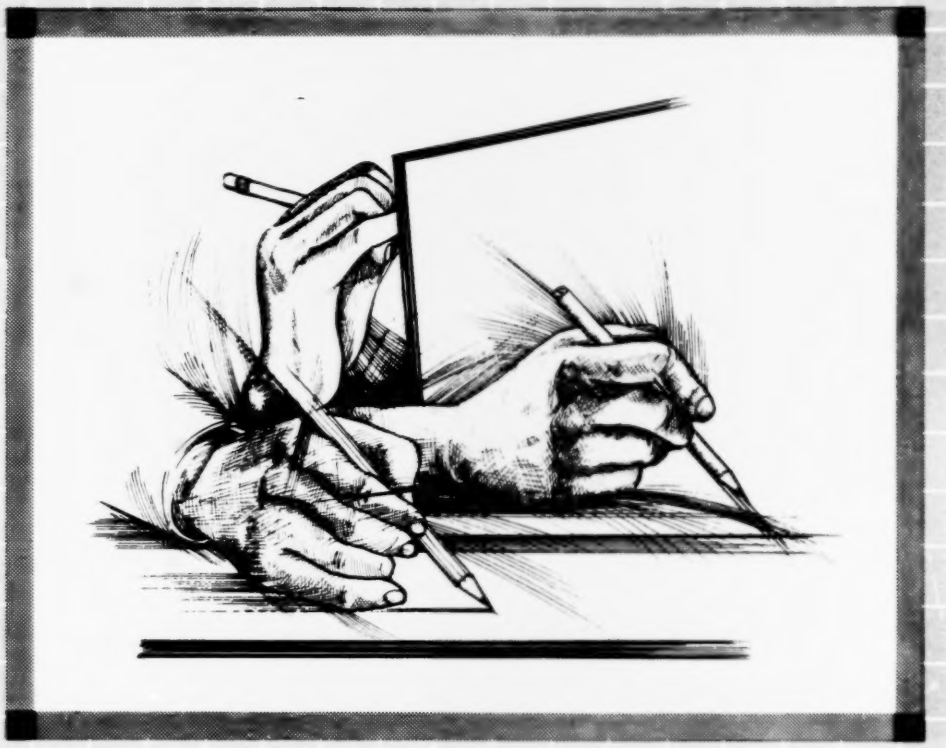

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SHORTHAND 20-30
CURRICULUM GUIDE

1985

NOTICE TO TEACHERS

This Curriculum Guide is subject to review and revision, in keeping with any revision to the Business Education curricula which may occur as a result of the Secondary Education Policy Statement, June 12, 1985.

Alberta
EDUCATION

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NOTE: This publication is a service document. The advice and direction offered is not prescriptive except where it duplicates or paraphrases the content of the Program of Studies. In these instances, the content is in the same distinctive manner as is this notice so that the reader may readily identify all prescriptive statements or segments of the document.

Mandatory implementation of the program is September, 1985.

ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available from Alberta Education to administrators and business education teachers.

From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide
4. Basic Business 20-30 Curriculum Guide
5. Computer Processing 10-20-30 Curriculum Guide
6. Law 20-30 Curriculum Guide
7. Marketing 20-30 Curriculum Guide
8. Office Procedures 20-30 Curriculum Guide
9. Shorthand 20-30 Curriculum Guide
10. Typewriting 10-20-30 Curriculum Guide
11. Optional (Business Education 10-20-30) Curriculum Guide
    - 11.1 Record Keeping 10
    - 11.2 Business Calculation 20
    - 11.3 Business Communication 20
    - 11.4 Dicta Typing 20
    - 11.5 Word Processing 30
12. Junior High School Typewriting Curriculum Guide, 1973
13. Accounting 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
14. Basic Business 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
15. Computer Processing 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
16. Law 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
17. Marketing 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
18. Office Procedures 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
19. Shorthand 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
20. Typewriting 10-20-30 Curriculum Implementation Manual for Teachers (published June, 1986)

From School Book Branch

1. School Book Branch Catalogue

For further information, contact Curriculum Branch (Program Development Division) or Edmonton or Calgary Regional Offices (Program Delivery Division).

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PROGRAM PHILOSOPHY

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within this program a student has the opportunity to learn more about the role of a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business assist students, upon completion of high school, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,

2. Skills for immediate job entry, and

3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program starts with exploratory activities in junior high school and expands in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the information age.

LEARNING PRINCIPLES

Business Education courses incorporate the following learning principles:

1. Student learning should move from the level of prior knowledge through the course objectives at a rate governed by the students' aptitude and attitude. Learning will be maximized in environments where student initiative is encouraged and the learning environment is non-threatening and considered relevant to the learner.

2. Since students learn in different ways, a variety of methodologies and presentations should be used to meet the various learning styles of the individual. Presenting content in a variety of contexts reinforces the students's ability to apply the concept in a variety of circumstances and in an appropriate manner.

3. Personal learning goals should reflect the broader objectives of the program. Establishing a learning environment wherein self-analysis and personal evaluation are promoted encourages confidence, decision making, self-motivation, and critical thinking skills.

4. Skills development is promoted through appropriately structured learning experiences which may or may not include necessary repetition and the application of tasks that are relevant to future experiences. Development of skills is only part of the learning process. Students must understand when and how to apply these skills.

5. Establishing opportunities for success and building on the positive influence of rewards develops self confidence and motivation.

PROGRAM OBJECTIVES

Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

1. To provide a meaningful study of the business environment including the ideas, people, and technology of business.

2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.

3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.

4. To develop acceptable communication and interpersonal skills.

5. To develop the thinking strategies and problem-solving abilities of students.

6. To provide an opportunity for students to relate and apply learnings in business education to other areas of study.

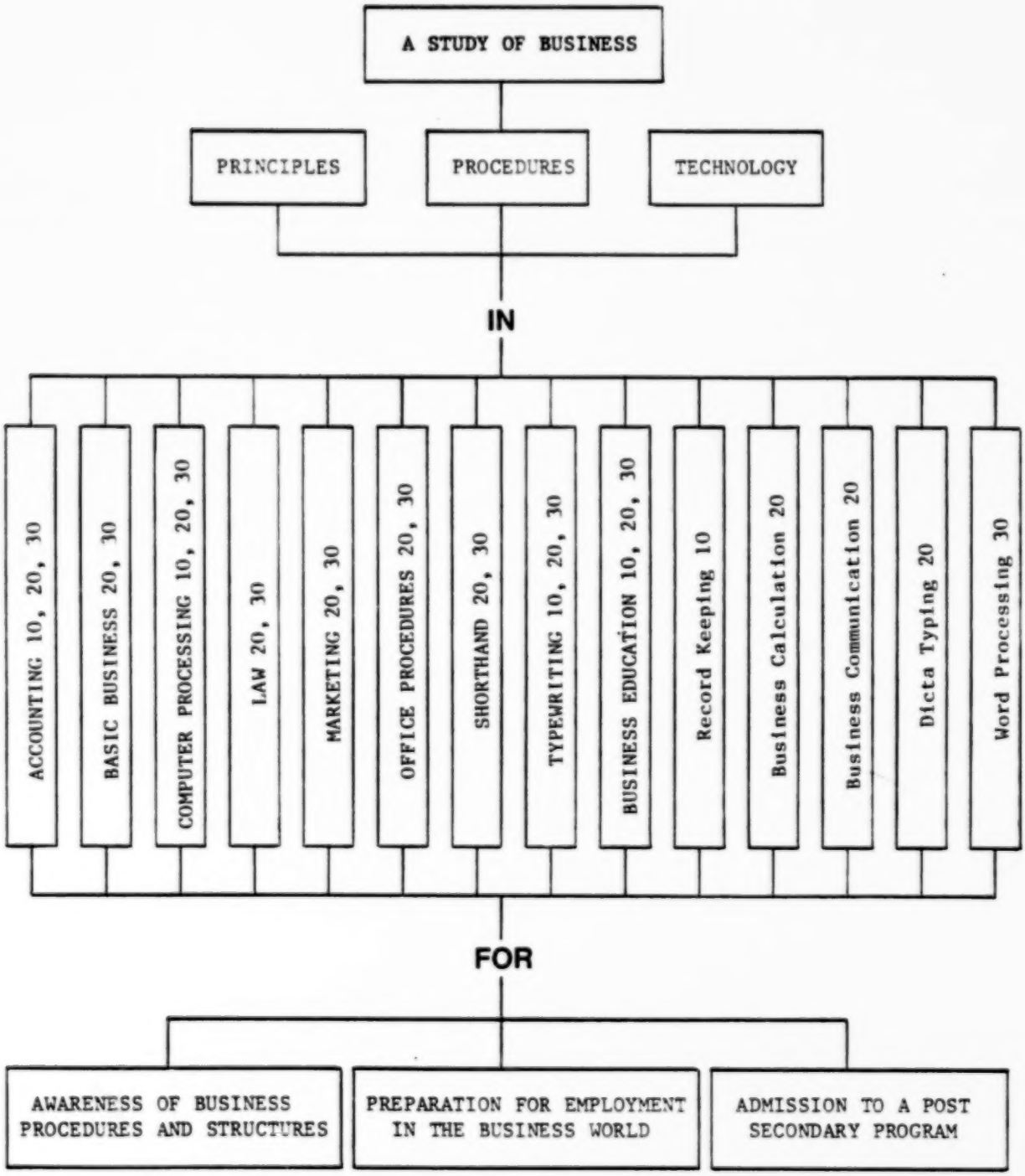
7. To expose students to the business environment for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.

8. To provide for a general understanding of business and the development of skills for personal use.

9. To provide background skills and knowledge for specialization in business and/or admission to post-secondary programs.

10. To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW OF PROGRAM



COURSE SEQUENCES

Courses listed on the same line and to the left indicate a prerequisite. The maximum credits available to a student for use on a high school diploma is shown in the left column. Whether the course may be offered for 3 and/or 5 credits is shown in brackets following the course name. Some courses have additional prerequisites. These are indicated with solid lines.[1]

Maximum Credits			
12	1501 Accounting 10 ..... (3)(5)	2501 Accounting 20 ..... (3)(5)	3500 Accounting 30 ..... (5)
10[3]	1527 Computer Processing 10 ..... (3)(5)	2527 Computer Processing 20[2] ..... (3)(5)	3527 Computer Processing 30 ..... (3)(5)
10		2541 Basic Business 20 ..... (3)(5)	3541 Basic Business 30 ..... (3)(5)
30	1542 Business Education 10 ..... (3)(5)(10)	2542 Business Education 20 ..... (3)(5)(10)	3542 Business Education 30 ..... (3)(5)(10)
3	1550 Record Keeping 10 ..... (3)		
3		2566 Dicta Typing 20 ..... (3)	
5	*1565 Typewriting 10 ..... (3)(5)	2565 Typewriting 20 ..... (3)(5)	3565 Typewriting 30 ..... (5)
3			3567 Word Processing 30 ..... (3)
10		2555 Shorthand 20 ..... (3)(5)	3555 Shorthand 30 ..... (3)(5)
10		2545 Office Procedures 20 ..... (3)(5)	3545 Office Procedures 30 ..... (3)(5)
3		2543 Business Communication 20 ..... (3)	
3		2544 Business Calculation 20 ..... (3)	
10		2430 Law 20 ..... (3)(5)	3430 Law 30 ..... (3)(5)
10		2540 Marketing 20 ..... (3)(5)	3540 Marketing 30 ..... (3)(5)

[1] Please refer to the BUSINESS EDUCATION MANUAL FOR ADMINISTRATORS, COUNSELLORS, AND TEACHERS for criteria for module selection.

* Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

[2] Computer Literacy 10 may be used as an alternate prerequisite to Computer Processing 20.

[3] A student can take Computer Literacy 10 or Computer Processing 10, followed by Computer Processing 20 and then Computer Processing 30. However, the maximum number of credits available to a student in Computer Literacy and Computer Processing is fifteen (15).

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GUIDELINES FOR STRUCTURING BUSINESS EDUCATION COURSES

GENERAL GUIDELINES

The structure of the business education program allows schools to design courses to meet the specific needs of the students in that school. The content has been organized into sequenced and unsequenced modules organized under the following eight main subject areas or strands.

1. Accounting 10, 20, and 30
2. Basic Business 20 and 30
3. Computer Processing 10, 20, and 30
4. Law 20 and 30
5. Marketing 20 and 30
6. Office Procedures 20 and 30
7. Typewriting 10, 20, and 30
8. Shorthand 20 and 30

Subject to the constraints outlined in the curriculum guides, modules are to be formatted into 3- or 5-credit courses within each strand. Schools or school jurisdictions should designate 3 modules for a 3-credit course and 5 modules for a 5-credit course. The optional strand modules may be used to enhance the subject area strands or, alternatively, combined to form 3-credit courses.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency between grade levels and establish appropriate standards for student evaluation, jurisdictions may wish to monitor the selection of modules. Care should be taken to ensure that students' programs do not repeat modules.

Course sequences are outlined in the yearly-published Junior-Senior High School Handbook. These course sequences are also listed on page 8. For further information regarding module sequences and equipment requirements, refer to the specific modules within the curriculum guides and/or the Business Education Manual for Administrators, Counsellors, and Teachers.

BUSINESS EDUCATION 10, 20, AND 30

In addition to or as an alternative to the courses designated under the subject strands, (i.e., Typewriting 20, Law 30, etc.) 3, 5, or 10 credits may be offered in each of Business Education 10, 20, and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses are created by selecting a number of modules from the eight main subject strands as well as from the Optional strand. Elective modules within the subject strands may only be selected if students have taken the core modules identified in the strands. Business Education 10, 20, and 30 courses are sequential.

MINI COURSES

As an alternative to using the modules in the Optional strand to enhance subject area courses, modules from the Optional strand may be grouped together to form 3-credit courses as follows:

Record Keeping 10	-	(1) Record Keeping 1 (2) Record Keeping 2 (3) Record Keeping 3
Business Calculation 20	-	(4) Business Calculation 1 (5) Business Calculation 2 (6) Business Calculation 3
Business Communication 20	-	(7) Business Communication - Development (8) Business Communication - Practice (9) Business Communication - Integration
Dicta Typing 20	-	(12) Dicta Typing 1 (13) Dicta Typing 2 (16) Business Simulation
Word Processing 30	-	(14) Word Processing 1 (15) Word Processing 2 (16) Business Simulation

ENHANCEMENT: Use of Optional Modules

A subject strand course may be enhanced by including a module or modules from the Optional strand that supports the objective for a particular course. Inclusion of modules from subject strands other than Optional is not permissible. Not more than one Optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research and Business Simulation modules may, however, be used once in each subject strand provided that the topic is not duplicated. The Optional strand modules are:

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

MATRIX

SUBJECT STRANDS

(13)* ACCOUNTING	(10)* BASIC BUSINESS	(15)* COMPUTER PROCESSING	(10)* LAW
C 1. Basic Accounting Concepts	BB 20 — C 1. Canadian Business	C 1. Computer Information Systems	LW 20 — C 1. Nature of Law and the Civil Law System
C 2. Journalizing and Posting	C 2. Consumer Credit	E 2. Overview of Software	C 2. Contract Law
C 3. Completing the Accounting Cycle	C 3. Insurance	E 3. Applications: Data Entry	C 3. Family Law
C 4. Merchandise Accounting	BB 30 — C 4. Economic Concepts	E 4. Applications: Word Processing	LW 30 — C 4. Basic Rights and Responsibilities
C 5. End-of-Year Adjustments & 8-Column Worksheets	C 5. Small Business Management I	E 5. Applications: Computer Simulations	C 5. Labour Law
E 6. Optional Accounting Tasks	C 6. Management Techniques	E 6. Applications: Data Base	C 6. Property Law
E 7. Voucher System and End-of-Year Adjustments	ELECTIVE — E 7. Personal Financial Planning	E 7. Applications: Electronic Spread Sheet	ELECTIVE — E 7. Criminal Justice System
E 8. Departmentalized Tasks	E 8. Small Business Management II (Simulation)	E 8. Overview of Introductory Programming Language	E 8. Consumer Law
E 9. Partnership and Corporation Accounting		E 9. Fundamentals of Input/Output	E 9. Tort Law
E 10. Cost Accounting		E 10. Introduction to Advanced Computer Programming Techniques	E 10. Contracts & Issues
E 11. Financial Analysis		E 11. Advanced Computer Programming Techniques	
E 12. Accounting Simulation I		E 12. Extended Programming Project	
E 13. Accounting Simulation II Computerized Accounting		E 13. Introduction to Second Programming Language	
		E 14. Applications in Second Programming Language	
		E 15. Extended Project in Second Programming Language	
		E 16. Graphics	
		E 17. Systems Analysis and Program Development	
		E 18. Machine/Assembly Language	

(10)* MARKETING	(10)* OFFICE PROCEDURES	(10)* SHORTHAND	(15)* TYPEWRITING
MK 20 — C 1. World of Marketing	C 1. Structure of the Business Office	C 1. Shorthand Theory 1	C 1. Keyboarding
C 2. Advertising and Sales Promotion	E 2. Personnel in the Business Office	C 2. Shorthand Theory 2	C 2. Keyboarding: Centering and Tabulation
C 3. Distribution of Goods and Services	E 3. Business Communication	C 3. Shorthand Theory 3	C 3. Letters and Essays
MK 30 — C 4. Marketing Research	E 4. Records Management	E 4. Shorthand Theory: Dictation & Transcription 1	C 4. Reports
C 5. Pricing and Financial Activities	E 5. Information Processing	E 5. Shorthand Theory: Dictation & Transcription 2	C 5. Letters & Tables
C 6. Selling	E 6. Clerical Routines	E 6. Speed & Transcription Skill Building 1	C 6. Manuscripts
ELECTIVE — E 7. Display	E 7. Secretarial Routines	E 7. Speed & Transcription Skill Building 2	C 7. Tables, Business Forms & Financial Reports
E 8. Purchasing & Controlling Merchandise	E 8. Office Specialties I	E 8. Speed & Transcription Skill Building 3	C 8. Business Correspondence
	E 9. Office Specialties II	E 9. Speed & Transcription Skill Building 4	E 9. Specialized Prod. Applications
	E 10. Office Simulation	E 10. Speed & Transcription Skill Building 5	E 10. Production Projects & Review
			E 11. Professional Applications I
			E 12. Professional Applications II
			E 13. Simulation I
			E 14. Simulation II

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OPTIONAL

OPTIONAL
Subject to restrictions noted in the curriculum guides these optional modules may be used to enhance the subject strand courses
1 Record Keeping 1
2 Record Keeping 2
3 Record Keeping 3
4 Business Calculation 1
5 Business Calculation 2
6 Business Calculation 3
7 Business Communication — Development
8 Business Communication — Practice
9 Business Communication — Integration
10 Business Research Project
11 Goal Setting and Career Development
12 Dicta Typing 1
13 Dicta Typing 2
14 Word Processing 1
15 Word Processing 2
16 Business Simulation

MINI COURSES

(3)* RECORD KEEPING 10	(3)* BUSINESS CALCULATION 20	(3)* BUSINESS COMMUNICATION 20
C 1 Record Keeping 1	C 1 Business Calculation 1	C 1 Business Communication — Development
C 2 Record Keeping 2	C 2 Business Calculation 2	C 2 Business Communication — Practice
C 3 Record Keeping 3	C 3 Business Calculation 3	C 3 Business Communication — Integration

(3)* DICTA TYPING 20	(3)* WORD PROCESSING 30
C 1 Dicta Typing 1	C 1 Word Processing 1
C 2 Dicta Typing 2	C 2 Word Processing 2
C 3 Business Simulation	C 3 Business Simulation

BUSINESS EDUCATION 10-20-30

(30) BUSINESS EDUCATION 10-20-30
Modules from any of the 8 subject strands, and/or the Optional strand may be combined to form three, five or ten credit courses at the 10, 20 or 30 level. The courses are sequential. Elective modules may only be included in a program when core modules have been completed. Care should be taken to ensure that student programs do not duplicate modules.

***Refers to maximum credits available.**

Note: Core modules are prerequisite to elective modules.

Code: C — Core
E — Elective

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SHORTHAND 20-00

Introduction

Shorthand provides students with an opportunity to become adept in an efficient notetaking system that is suitable for personal or career use. Students will learn to produce mailable transcripts from shorthand notes. The study of shorthand can improve basic English skills, expand vocabulary, and enhance employment possibilities. The alphabetic shorthand systems are considered suitable for the purposes of this program.

Objectives

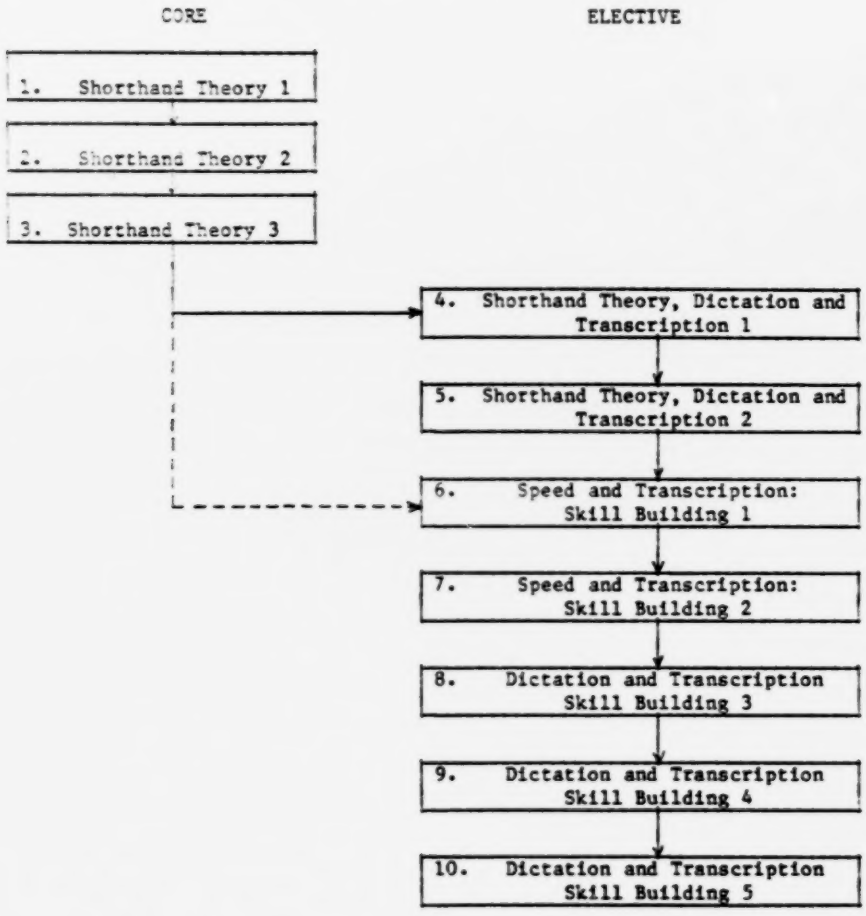
The student will:

1. Develop efficient notetaking skills suitable for personal and/or business use (Modules 1-3).

2. Develop the ability to take notes verbatim in shorthand and transcribe these notes into accurate copy at a level of efficiency that meets entry-level employment standards (Modules 4-10).

3. Expand and integrate skills and knowledge in areas of verbal and written communication.

FLOWCHART OF MODULES


CORE
ELECTIVE
1. Shorthand Theory 1
2. Shorthand Theory 2
3. Shorthand Theory 3
4. Shorthand Theory, Dictation and Transcription 1
5. Shorthand Theory, Dictation and Transcription 2
6. Speed and Transcription: Skill Building 1
7. Speed and Transcription: Skill Building 2
8. Dictation and Transcription Skill Building 3
9. Dictation and Transcription Skill Building 4
10. Dictation and Transcription Skill Building 5

Notes On Course Implementation

The Shorthand subject strand identifies 10 modules, 3 of which are core and 7 of which are elective. Modules 1-3 are prerequisite to Module 4 and/or 6. Modules are sequential.

Courses of 3 or 5 credits may be developed in Shorthand 20 and 30 by selecting 3 or 5 modules from the Shorthand subject strand. A maximum of 10 credits is available to each student.

Modules 1, 2, and 3 could emphasize notetaking skills which are suitable for all students. Although keyboarding skills would be an effective prerequisite skill, Modules 1, 2, and 3 do not require typewriting. Modules 4-10 expand the dictation and transcription skills to levels suitable for job entry.

Courses including Modules 4-10 must be offered in a typewriting lab, with access to transcription machines or a lab.

The modules from the optional column which are recommended for integration in Shorthand 20-30 are:

Module No. 7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
12. Dicta Typing 1
14. Word Processing 1
16. Business Simulation

Refer to individual modules for further information on equipment requirements or course prerequisites.

MODULE 1: SHORTHAND THEORY I

Status: Core

Purpose: To introduce the student to a shorthand system which has its base in the alphabet.

Recommendation: If this module is part of a course designed to develop vocational-use shorthand skills, it is recommended that students have completed Typewriting 10.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Writing Techniques	demonstrate - correct position of hand and body - correct arm movement - efficient notebook management build - efficient skills in writing alphabet - recognition of phonetic sounds - memory retention skills	
Notetaking	develop personal notetaking skills	
Shorthand Outlines	learn shorthand theory as outlined in "Correlation to Basic Resources"	
Theory Application	read accurately and rapidly from plate or own notes write shorthand outlines clearly, accurately and fluently	recommended rate 100 wpm

MODULE 2: SHORTHAND THEORY II

Status: Core
Prerequisite: Module 1

Purpose: To continue with the study of a shorthand system and to introduce the student to dictation.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Writing Techniques	continue to demonstrate: - correct position of hand and body - correct arm movement - efficient notebook management continue to build and refine: - efficient skills in writing alphabet - recognition of phonetic sounds - personal notetaking skills - skill in writing shorthand outlines	
Notetaking Skills	develop personal notetaking skills build effective listening skills	
Shorthand Outlines	continue to develop mastery of shorthand theory as outlined in "Correlation to Basic Resources"	
Skill Development	continue to practise writing accurate shorthand outlines read accurately and rapidly from practised material take dictation from previewed material	recommended minimum speed 100 wpm recommended minimum speed 60 wpm Note: Actual dictation speed may be considerably higher than the minimum recommended for evaluation purposes.

MODULE 3: SHORTHAND THEORY III

Status: Core
Prerequisite: Module 2

Purpose: To continue to study a shorthand system and to develop skill in taking dictation.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Writing Techniques	continue to demonstrate: - correct position of hand and body - correct arm movement - efficient notebook management continue to build and refine: - efficient skills in writing alphabet - recognition of phonetic sounds - personal notetaking skills - skill in writing shorthand outlines	
Notetaking Skills	expand personal notetaking skills	
Shorthand Outlines	continue mastery of shorthand theory as outlined in "Correlation to Basic Resources"	
Skill Development	continue to practise writing accurate shorthand outlines	
	read accurately and rapidly from practised material	recommended minimum speed 100 wpm
	take dictation from preview material	recommended minimum speed 60 wpm Note: Actual dictation speed may be considerably higher than the minimum recommended for evaluation purposes.

MODULE 4: SHORTHAND THEORY, DICTATION AND TRANSCRIPTION I

Status: Elective
Prerequisite: Module 3 and Typewriting 10

Purpose: To continue to develop skill in the use of the shorthand system and related notetaking techniques and to develop basic transcription skill.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Writing Techniques	continue to refine the learning tasks outlined in Module 3	
Theory Application	read accurately and rapidly from practised material	recommended minimum speed 110 wpm
	write previewed material	recommended speed: 70 wpm from previewed material 60 wpm from unpreviewed material Note: Actual dictation speed may be considerably higher than the minimum recommended for evaluation purposes.
Transcription Skills	transcribe in mailable form from plate	
	transcribe in mailable form from own notes	recommended standard: 1-1/2 minutes of dictation within 15 minutes; for example: 1-1/2 minutes x 60 wpm = 90 words
	employ effective proofreading skills when transcribing shorthand notes	
Language Skills	improve language skills in:	
	- vocabulary	i.e., spelling, word meanings, homonyms, synonyms, and antonyms
	- punctuation	
	- sentence structure	
	- typing of alphanumerics	
Format Skills	demonstrate knowledge of acceptable format when transcribing letters and memoranda	

MODULE 5: SHORTHAND THEORY, DICTATION AND TRANSCRIPTION II

Status: Elective
Prerequisite: Module 4, and Typewriting 10

Purpose: To continue to develop skill in the use of the shorthand system and related notetaking and transcription techniques.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Writing Techniques	continue to refine the learning tasks as outlined in Module 3	
Speed Building Skills	read shorthand notes accurately and rapidly from practised material	recommended minimum speed 120 wpm
	write previewed material	recommended speed: 80 wpm from previewed material 70 wpm from unpreviewed material Note: Actual dictation speed may be considerably higher than the minimum recommended for evaluation purposes.
Transcription Skills	transcribe in mailable form from shorthand plate	
	transcribe in mailable form from own notes	recommended standard: 1-1/2 minutes of dictation within 15 minutes; for example: 1-1/2 minutes x 60 wpm = 90 words
	employ effective proofreading skills when transcribing shorthand notes	
Language Skills	improve language skills in:	
	- vocabulary	i.e., spelling, word meanings, homonyms, synonyms, and antonyms
	- punctuation	
	- sentence structure	
	- typing of alphanumerics	
Format Skills	demonstrate knowledge of acceptable format when transcribing letters and memoranda	

MODULE 6: SPEED AND TRANSCRIPTION: SKILL BUILDING I

Status: Elective
Prerequisite: Module 3 and Typewriting 20

Purpose: To build skills in the efficient use of the shorthand system through the demonstration of effective dictation and transcription skills.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Reading Skills	read shorthand notes accurately and rapidly from practised material	recommended minimum speed 120 wpm
Speed Building Skills	take dictation from previewed and unpreviewed material	recommended minimum speed of 80 wpm from previewed material and at 60 wpm from unpreviewed material Note: Actual dictation speed may be considerably higher than the minimum recommended for evaluation purposes.
Transcription Skills	recognize importance of proper transcription techniques	
	demonstrate efficient transcription of shorthand notes	
	transcribe in mailable form from own notes	recommended standard: 3 minutes of dictation to be transcribed within 25 minutes in mailable copy - in most cases 2 letters; e.g., 3 mins. x 60 wpm = 180 words
	employ proofreading skills in transcription of material	
Language and Format Skills	demonstrate the acceptable use of language and typewriting format skills	

MODULE 7: SPEED AND TRANSCRIPTION: SKILL BUILDING II

Status: Elective
Prerequisite: Module 6 and Typewriting 20

Purpose: To expand speed and accuracy of verbatim notetaking and mailable transcription skills.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Reading Skills	read shorthand notes rapidly and accurately	recommended minimum rate of 130 wpm
Speed Building Skills	take dictation from previewed and unpreviewed material	recommended minimum speed of 90 wpm from previewed material and 70 wpm from unpreviewed material Note: Actual dictation speed may be considerably higher than the minimum recommended for evaluation purposes.
Transcription Skills	develop efficient transcription techniques	recommended standard: transcribe 3 minutes of dictation within 25 minutes in mailable copy; e.g., 3 mins. x 80 wpm = 240 words
	continue to employ effective proofreading skills when preparing mailable transcripts	
Language and Format Skills	demonstrate the correct use of language and typewriting format skills	

MODULE 8: SPEED AND TRANSCRIPTION: SKILL BUILDING III

Status: Elective
Prerequisite: Module 7 and Typewriting 20

Purpose: To expand speed and accuracy of verbatim notetaking and mailable transcription skills.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Reading Skills	continue to read shorthand notes rapidly and accurately	recommended minimum rate of 140 wpm
Speed Building Skills	take dictation of previewed and unpreviewed material	recommended minimum speed of 80 wpm from previewed material and 70 wpm from unpreviewed material Note: Actual dictation speed may be considerably higher than the minimum recommended for evaluation purposes.
Transcription Skills	demonstrate efficient transcription procedures	recommended standard: transcribe 3 minutes of dictation within 25 minutes in mailable copy; e.g., 3 mins. x 80 wpm = 240 words
	employ proper proofreading skills in preparation of mailable transcript	
Language and Format Skills	demonstrate the correct use of suitable language and format skills	
	apply notetaking skills to specialized vocabulary	legal, petrochemical, agricultural
Dictation Skills	discuss the importance of and be able to use correct procedures when giving dictation	

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MODULE 9: SPEED AND TRANSCRIPTION: SKILL BUILDING IV

Status: Elective
Prerequisite: Module 8 and Typewriting 20

Purpose: To expand speed and accuracy of verbatim notetaking and mailable transcription skills incorporating specialized vocabulary.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Reading Skills	continue to read shorthand notes rapidly and accurately	recommended minimum rate of 150 wpm
Speed Building Skills	take dictation of previewed and unpreviewed material	recommended minimum speed of 100 wpm from previewed material and 80 wpm from unpreviewed material Note: Actual dictation speed may be considerably higher than the minimum recommended for evaluation purposes.
Transcription Skills	develop efficient transcription techniques	recommended standard: transcribe 3 minutes of dictation within 25 minutes in mailable copy; e.g., 3 mins. x 100 wpm = 300 words
	employ effective proofreading skills when preparing mailable transcripts	
Language and Format Skills	expand skills in the transcription of materials with specialized vocabulary	real estate transportation medicine
	apply correct English language skills in preparation of mailable transcripts	correspondence telephone messages minutes of meeting precis writing
	develop the skills of editing rough draft material	

MODULE 10: SPEED AND TRANSCRIPTION: SKILL BUILDING V

Status: Elective
Prerequisite: Module 9 and Typewriting 20

Purpose: To continue to develop verbatim notetaking and transcription skills while expanding the use of specialized business vocabulary and refining the format and language skills.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Reading Skills	continue to read shorthand notes rapidly and accurately	recommended minimum rate of 150 wpm
Speed Building Skills	take dictation of previewed and unpreviewed material	recommended minimum speed of 100 wpm from previewed material and 80 wpm from unpreviewed material Note: Actual dictation speed may be considerably higher than the minimum recommended for evaluation purposes.
	develop ability to take "office style" dictation	characterized by: inconcise wording varying rate of dictation revisions sections requiring completion
Transcription Skills	demonstrate efficient transcription procedures	recommend 3 mins. of dictation within 25 minutes in mailable copy (e.g., 3 mins. x 100 wpm = 300 words)
	employ proper proofreading skills in preparing mailable transcripts	
Language and Format Skills	expand skills in the transcription of specialized vocabulary	
	demonstrate correct English language skills in the preparation of mailable transcripts	
	demonstrate skills of editing rough draft material	

GUIDELINES FOR STUDENT EVALUATION

The business education program deals with cognitive, psychomotor, and affective learning activities.

Evaluating student achievement in these domains is a process which is based on the objectives outlined for each of the modules that have been included in the course. The teacher should determine the expectations for student achievement at the time the course is being planned. A basic guideline for determining student grades is to assign marks in proportion to the time spent on that topic and its relative importance.

If the objectives of a module are vocationally-based, the assessment should be criterion referenced; that is, how much progress has the student made toward the attainment of specific, terminal performance objectives which are generally viewed as desirable in the work place.

If the objectives of the modules are based on general interest, the assessment could be norm referenced; that is, how does the student's performance compare with that of similar groups of students in the province.

Each module includes the PURPOSE, the TOPICS and the LEARNING TASKS. PURPOSE defines the general objective for the module. TOPICS outline the concepts to be studied within the module. LEARNING TASKS reflect the depth and scope for each topic. This wording defines the expected level of understanding or skill the student should attain--MASTERY, APPLICATION, or AWARENESS.

EXPECTATIONS REGARDING CONTENT FOR STUDENT ACHIEVEMENT

MASTERY level is expected if cognitive understanding of topic/learning task is prerequisite to further success, or psychomotor activity should meet a specified standard; or

APPLICATIONS level is expected if cognitive understanding of topic/learning task should be demonstrated or psychomotor activity should meet a specified standard; or

AWARENESS level is expected if cognitive understanding of topic/learning task requires basic understanding (comprehension) or recall (knowledge).

Teachers may modify the level of expectations (MASTERY, APPLICATION, AWARENESS) in order to ensure that the degree of challenge is suitable for the students in the class.

NOTE: Further information regarding student evaluation (ile., justness, fairness and appeal procedures) may be found in your district's Student Evaluation Policy or Business Education Manual for Administrators, Counsellors and Teachers. In addition, the Shorthand 20-30 Curriculum Implementation Manual for Teachers will includes recommendations for the allocation of marks.

LEARNING RESOURCES

The basic learning resources are:

BROWN, F.A. and REESE, L. Forkner Shorthand: Correlated Dictation and Transcription. (Second Edition) Ridgewood, N.J.: Forkner Publishing Corp., 1983. (Suitable for advanced level.) (Third Edition pending.)

FORKNER, H.L. Jr. et al. Forkner Shorthand. (Second Canadian Edition) Toronto: Gage Publishing Ltd., 1983 (suitable for introductory level).

HALE, J. Speedwriting Dictation and Transcription. (Secondary Edition - Landmark Series) Indianapolis, IND.: Speedwriting Division of Bobbs-Merrill Co. 1977 (suitable for advanced level).

Principles of Speedwriting. (Secondary Edition - Landmark Series) Indianapolis, IND.: Speedwriting Division of Bobbs-Merrill Co., 1977 (suitable for introductory level).

The recommended learning resources are:

BROWN, F.A. and REESE, L. Forkner Shorthand: Correlated Dictation and Transcription - Teacher's Manual. (Second Edition) Ridgewood, N.J.: Forkner Publishing Corp., 1974. (Third Edition pending.)

BROWN, F.A. and REESE, L. Forkner Shorthand: Correlated Dictation and Transcription - Study Guide. (Second Edition) Ridgewood, N.J.: Forkner Publishing Corp., 1974. (Third Edition pending.)

BROWN, F.A. Comprehensive Forkner Shorthand Dictionary. Ridgewood, N.J.: Forkner Publishing Corp., 1982.

FARMER, G. and LORE, M.S. Forkner Shorthand Outlines for the Business Vocabulary. Toronto: Gage Publishing Ltd., 1971.

FORKNER, H.L. Jr. et al. Study Guide for Forkner Shorthand. (Second Canadian Edition) Toronto: Gage Publishing Ltd., 1983.

FORKNER, H.L. Jr. et al. Teacher's Manual - Forkner Shorthand. (Second Canadian Edition) Toronto: Gage Publishing Ltd., 1983.

Principles of Speedwriting - Teacher's Manual. (Secondary Edition - Landmark Series) Indianapolis, IND.: Speedwriting Division of Bobbs-Merrill Co., 1977.

Principles of Speedwriting - Workbook. (Secondary Edition - Landmark Series) Indianapolis, IND.: Speedwriting Division of Bobbs-Merrill Co., 1977.

Speedwriting Dictionary. Indianapolis, IND.: Speedwriting Division of Bobbs-Merrill Co., 1977.

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CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Shorthand Subject Strand

Course Content	FORKNER		SPEEDWRITING	
	Forkner Shorthand 2nd Edition (Forkner et al.)	Correlated Dictation and Transcription (Brown/Reese)	Principles of Speedwriting (Landmark Series)	Speedwriting Dictation and Transcription (Jordan Hale)
Module 1: Shorthand Theory 1	Chapters 1-17		Chapters 1-7	
Module 2: Shorthand Theory 2	Chapters 18-28		Chapters 8-14	
Module 3: Shorthand Theory 3	Chapters 29-39		Chapters 15-20	
Module 4: Shorthand Theory, Dictation and Transcription I	Chapters 40-48		Review of Previous Material	
Module 5: Shorthand Theory, Dictation and Transcription II	Review of Previous Material		Review of Previous Material	
Module 6: Speed and Transcription - Skill Building I		Chapters 1-15		Chapters 1-20
Module 7: Speed and Transcription - Skill Building II		Chapters 21-40		Chapters 16-30
Module 8: Speed and Transcription - Skill Building III		Chapters 41-60		Chapters 31-45
Module 9: Speed and Transcription - Skill Building IV		Chapters 61-72		Chapters 46-60
Module 10: Speed and Transcription - Skill Building V		Review of Previous Material		Chapters 61-75 Review of Previous Material

NOTES: 1. The basic resources cover the majority of the topics.
2. The above correlations are suggested as guidelines to assist in teacher planning.